CAHSEE correlation with Visual and Performing Arts Courses

Language Standards: Writing –Applications

**Each quarter we require a written report**

2.1 Write biographical narrative on an important figure in our discipline

2.3 Write expository composition on the historical importance of a piece of art/music (using research, specific facts and details)

2.4 – Write a persuasive Essay – why this work or artist is so important or special

2.2 – Write a response to ‘a piece of art/music’ (not literature) – analysis and reflection on heritage, tradition, attitude, belief, viewpoint

In the process of these assigned essays, we will use: Language Standards: Writing – Strategies

1.1 Establish a coherent thesis

1.4 Devolop the main ideas through supporting evidence

1.6 Integrate quotations and citations into a written text

Students must include words from the **Cashee list of academic language in each essay.**

Language Standards: Reading

Most of our classroom readings are technical and discipline specific, however when poetry or a novel is the starting point of a piece of art, or when we have students read critical essays pertaining to our subject area then:

1.1 Identify and use the literal and figurative meanings of words and their derivations

1.2 Distinguish denotative and connotative meanings

*2.5 compare primary and secondary sources on a piece of art/music*

*3.2 compare and contrast the presentation of a similar theme or topic across genres ( 2 settings of the same poem, opera vs. ballet, matisse/Picasso, any grouping of portraits, Mozart Rondo vs. Brubeck)*

*3.3 Analyze interactions between main and subordinate characters in a composition (visual or performing)*

3.7 Recognize and understand the significance of various *literary* devices (imagery, allegory, symbolism)

-literary works w/ poetry in singing, but there is imagery, allegory, symbolism used in music and art as well.

In addition – **we would like to know when the 10th grade English classes are reading a novel or poetry unit** – so that if we have art, music, drama, photography that is useful, we can supplement (example: Cannery Row and Photography, Romeo and Juliet – opera and ballet, Werther – opera, Brown Girl in the Ring – shouts and playparties). A Joyful Noise is used in Chorus to introduce counterpoint.

Math Standards: Number Sense

1.3 Convert fractions to decimals and percents and use these representations in estimations, computations and applications – used in Photography (F-stops, shutter speeds, chemicals and in Ceramics with mixing of glazes, chemicals, temperature)

1.6 Calculate the percentage of increases and decreases of a quantity (ceramics and photo)

Math Standards: Measurement and Geometry

1. Students choose appropriate unites of measure and use ratios to convert within and between measurement systems (ceramics/photo/Pythagoras’s music scale ratios)

1.2 Construct and read drawings and models made to scale (visual art)

2.1 Use formulas for finding the perimeter and area of 2 dimensional figures..surface area, volume (ceramics, 2-Dart)

2.3 Compute length of a perimeter and surface area using scale (ceramics)

3.1 Identify and construct basic elements of geometric figures..diagonals.. use compass and straightedge (Photo, 2-D and 3-D art)

Math Standards: Statistics, Data Analysis, and Probability

* 1. Students collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand .. (photo lighting/film speed data then create graph for estimations)

Math Standard: Mathematical Reasoning

2.1 Use estimation to verify the reasonableness of calculated results (photo)

8. Students understand the concerts of parallel lines (music)